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ABSTRACT

This report describes an experimental study conducted in two New York state high schools for the purpose of determining the feasibility of using electronic calculators to improve mathematics instruction. The study was also concerned with determining whether or not curriculum-related materials can be developed to make the electronic calculator a valuable tool for students, and if there are applications which will assist in the teaching of areas related to mathematics. The experimental and control groups were selected from students at two New York state high schools. Mathematics achievement was based on the results of the pretest and posttest scores of the Sequential Tests of Educational Progress (STEP). When a new unit of instruction was begun the students in the experimental section were taken to a lab where they used electronic calculators to solve problems related to classroom work and homework assignments. There was no significant difference between the twc groups on the STEP pretest. On the posttest, a t-test indicated a significant difference between experimental and control groups at the .01 level. The authors conclude that the results of the experiment indicate that the use of the electronic calculator can facilitate mathematics instruction in 11th and 12th grade classes. This work was prepared under ESEA Title III contract. (FL)

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An Electronic Calculator To Facilitate Ins

In Mathematics In The 11th and 12th Grades

SUFFOLK COUNTY

REGIONAL CENTER

FOR SUPPLEMENTARY EDUCATIONAL SERVICES

20 Church Street, Patchogue New York 11772 • 516 - 289-3434

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Utilizing An Electronic Calculator To Facilitate Instruction In Mathematics In The 11th and 12th Grades

Principal Investigators

Dr. John J. Keough
Mr. Gerard W. Burke

Implementing Agencies

Suffolk County Regional Center for Supplementary Educational Services in Cooperation with the Half Hollow Hills School District and the East Islip School District

July, 1969

Final Report

New York State Experimental and Innovative Programs Article 73, Section 3602_a, Subdivision 14 of the Education Law

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The Research Reported Herein Was Supported by the New York State Education Department, Division of Research
Albany, New York 12234

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The work upon which this report is based was supported jointly by the Suffolk County Regional Center for Supplementary Educational Services in Cooperation with the Half Hollow Hills School District and the East Islip School District, and the New York State Education Department under Article 73, Section 3602_a, Subdivision 14 of the Education Law. Agencies undertaking such projects are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official policy of the New York State Education Department.

Implementing Agency

Suffolk County Regional Center for Supplementary Educational Services in Cooperation with the Half Hollow Hills School District and the East Islip School District.

Address

20 Church Street
Patchogue, New York 11772

III. Abstract

1) Title: Utilizing an Electronic Calculator To Facilitate Instruction In Mathematics in the 11th and 12th grades

2) Prinicpal Investigators: Dr. John J. Keough
Mr. Gerard W. Burke

3) Date: July, 1969

4) Implementing Agency: Suffolk County Regional Center for Supplementary Educational Services in Cooperation with the Half Hollow Hills School District and the East Islip School District

5) Statement of the Problem:
   (a) To determine whether or not electronic calculators can be used in conjunction with classroom instruction to improve instruction in mathematics --- help to provide concept development, individualize instruction, provide for use by large numbers of students.
   (b) To determine if adequate "software" in the form of curriculum-related materials can be developed to make this tool valuable for students in eleventh and twelfth grade mathematics classes.
   (c) To determine if there are peripheral applications-- both in "hardware" and "software" -- to assist in the teaching of chemistry, physics and other subject areas.

6) Methods Used:

The population was drawn from two high schools in Suffolk County. One school contained the experimental group consisting of 161 students of mathematics in grades eleven and twelve. The other school provided a control group of 146 mathematics students in grades eleven and twelve.

Individual grades of the 1968 Regents mathematics examinations and Otis I.Q. scores were analyzed in an attempt to compare the mental ability of both the experimental and control group.

The criteria used to determine mathematical achievement were the results of the pre and post Sequential Tests of Educational Progress (STEP).

When the classroom teacher began a new unit which lent itself to reinforcement or enrichment by supplementary use of the calculator, he brought his class to the laboratory where the students would "double up" using the calculators to find solutions to problems similar to their classroom work and homework assignments. Many times the laboratory supervisor would conduct a short lesson to review or introduce new topics and then for the remainder of the period he would assist individual students using the calculator to solve problems from teacher-prepared work sheets.

Bi-weekly meetings were conducted with the mathematics teachers in the program to exchange information concerning instructional problems.

Results Obtained:

On the STEP pre-test, a t-test of the difference of the means between the experimental and control groups showed no significant difference.

On the STEP post-test, a t-test of the difference of the means indicated a significant difference between the two groups at the .01 level.

Discussion:

The results of this study imply that the use of the electronic calculator can facilitate instruction in eleventh and twelfth grade mathematics resulting in significantly greater achievement on standardized tests.

It is recommended that:

1. The effectiveness of utilizing an electronic calculator to facilitate instruction be investigated at the junior high school and elementary school levels.
2. A program of experience should include the low achieving students as well as the average and above average students.
3. Several mathematics classes should be scheduled to be taught in the mathematics laboratory.

IV. ACKNOWLEDGMENTS

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Mr. Lawrence Gallagher, Superintendent, East Islip School District
Mr. Earl Keefer, Principal, East Islip High School
Mr. Clyde Payne, High School Mathematics Chairman
Miss Stephanie Laino, High School Mathematics Teacher
Mr. Martin Katz, High School Mathematics Teacher
Mr. Kenneth Vandewater, High School Mathematics Teacher

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Mr. Coleman Lyons, Superintendent, Half Hollow Hills School District
Dr. Warren Koch, Principal, Half Hollow Hills High School
Mr. Carmine Corsi, High School Mathematics Chairman
Mr. Michael Crispi, High School Mathematics Teacher
Mr. Michael Maina, High School Mathematics Teacher
Mr. Dennis McCall, High School Mathematics Teacher
Mr. Myles Ward, High School Mathematics Teacher

The Regional Education Center also acknowledges the many contributions of Mr. Gerard Burke, who supervised the project and assisted in the preparation of the final reports.

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VII. INTRODUCTION

A. Statement of the Problem

The first year's activities of this project attempted to answer a multi-faceted problem faced by many school districts. On the one side, technological advances in industry are offering highly complex hardware to the schools for use as aids to instruction. On another, there is increasing pressure for individualizing instruction in a mass-education environment. On still another side we face the problem of preparing students mathematically for concepts and employment opportunities which are as yet unconceived.

Faced with these problems, schools, and in particular school administrators, are tempted to accept devices which seem to offer easy solutions. Specifically, in many instances, the school will buy "hardware" with little or no exploration into the availability of supportive "software".

Several Suffolk County school districts have expressed an interest in a particular item of "hardware", the WANG LABORATORY CALCULATOR. Wang Laboratories have developed an impressive instrument which has been widely accepted by industry. The problems faced by these interested school districts in Suffolk County are:

1. Will this instrument improve classroom instruction in mathematics --- help to provide concept development, individualize instruction, provide for use by large numbers of students?

2. Can adequate "software" in the form of curriculum related materials be developed to make this tool valuable for students in eleventh and twelfth grade mathematics classes?

3. Are there peripheral applications -- both in "hardware" and "software" -- to assist in the teaching of chemistry, physics and other subject areas?

B. Hypotheses

In an attempt to answer these problems the following three hypotheses were formulated:

1. The use of the calculator as an instructional tool will result in significantly greater achievement, by the experimental group, on standardized tests in eleventh and twelfth grade mathematics.

2. The use of the machine by the experimental group will have a positive effect on student motivation.

3. Students in the experimental group will study a greater number of topics in the required and optional syllabus for mathematics of the eleventh and twelfth grades.

VIII. PROCEDURES

A. Subjects involved in the investigation

The experimental group consisted of six mathematics classes selected from Half Hollow Hills High School, a large school district in Suffolk County. The six mathematics classes contained 161 students and consisted of:

Three classes of Mathematics Eleven students
One class of Mathematics Eleven accelerated students
One class of Mathematics Twelve students
One class of Mathematics Twelve accelerated students

East Islip High School, another school in Suffolk County, similar in size, school population, and academic program, provided seven mathematics classes to become the control group. These seven mathematics classes contained 146 students and consisted of:

Three classes of Mathematics Eleven students
One class of Mathematics Eleven accelerated students
Two classes of Mathematics Twelve students
One class of Mathematics Twelve accelerated students

B. Educational activities

1. Curriculum development by two mathematics teachers and the laboratory supervisor were held for one week during the month of August, 1968.

2. The pretesting of both the experimental and control groups was administered in September 1968. The Cooperative Sequential Tests of Educational Progress was chosen to assist in evaluating achievement in mathematics and the Strong Vocational Interest Blank (Men-Women revised) was used as an aid in evaluating student motivation.

3. The posttesting of both groups using the Cooperative Sequential Tests of Educational Progress was conducted during June 1969. As outlined in the original application, the Strong Vocational Interest Blank (Men-Women revised) was to be administered again at the end of the second year of the project.

4. Student grades on the 1968 Regents Examinations and scores of student Otis I.Q. tests were collected and analyzed.

5. The entire faculty of the Half Hollow Hills High School was orientated.

6. The entire mathematics department from Half Hollow Hills High School met for an orientation program involving the use of the calculators.

7. An inservice course was taught for sixteen teachers in the district to explain the following questions:

a. How these calculators are being used at the high school?
b. How to operate the electronic calculators?
c. How the calculators can be used in different academic areas?

8. Monthly summary reports were submitted to the Half Hollow Hills Board of Education.

9. Bi-weekly meetings were conducted with the mathematics teachers in the program to exchange information concerning instructional problems.

10. Daily logs were kept to determine the total number of student visitations, student objectives, number of hours spent in the laboratory and non-student visitations.

11. The mathematics laboratory was open seven periods a day to afford students an opportunity to use the calculators during their study halls and lunch periods. In addition, it was open after school for a minimum of one hour.

12. Letters of inquiry were sent, and visitations were made to other mathematics laboratories to assist in the development of curriculum-related materials.

13. Laboratory lessons were prepared to instruct students in machine operations.

14. Specific student materials were programmed to provide individual learning experiences and reinforcement. Teacher-prepared laboratory worksheets containing problems relating to the following topics were prepared.

a. Fundamental operations - (addition, subtraction, multiplication, division, involution, evolution)
b. Evaluation of formulas
c. Complex numbers
d. Graphs
   i) relations
   ii) functions
e. Trigonometry of the right triangle
f. Remainder theorem
g. Factor theorem
h. Determinants
i. Synthetic division
j. Logarithms
k. Theory of equations
l. Rate of change
m. Radian measure
o. Analytic geometry
p. Series
q. Exponential functions
r. Probablity, permutation and combinations
s. The Integral
t. Euclidian algorithm
u. Trigonometric curves
v. Solution of oblique triangles
w. Approximation formulas

C. Instruments used

Prognosis of success in a particular mathematics course is frequently highly correlated with achievement in preceding mathematics courses, and in New York State, quite specifically with achievement on the prior Regents Examination. Individual achievements on preceding mathematics Regents Examinations were collected and a mean score of both the experimental and control group was established.

The pre- and post-test results of the mathematical section of the Sequential Tests of Educational Progress used to determine mathematical achievement during the 1968-69 school year.

The Strong Vocational Interest Blank (Men-Women revised) was administered in September 1968 and as outlined in the original proposal was to be administered again at the end of the second year of the project. The results of these tests along with data relative to the proportion of 11th year students who go on to 12th year mathematics were to be analyzed at the end of the second year in an attempt to establish effect on student motivation.

A daily log book was kept to determine the total number of student visitations, students objectives, number of hours spent in the laboratory and non-student visitations.

D. Technical description of procedures used for data analyses

Original pre-testing, using the Sequential Tests of Educational Progress, resulted in 183 students in the experimental group being matched with 146 students in the control group. In order to have both groups of approximate size one Mathematics 11 class was removed from the experimental group in September 1968. The choice was given to the classroom teacher as to which one of his two Mathematics 11 classes would be discontinued from the experiment.

The following procedure was used for data analysis.

1. Individual scores of the 1968 Mathematics Regents grades and individual Otis I.Q. scores were obtained, when available, from school records.
2. A mean score, using the 1968 Regents results, was then computed for each class. (See Table A-1)
3. A grand mean for the experimental group and a grand mean for the control group was then computed using the 1968 Regents results.
4. A "t" test of the significant difference between the Regents means of both the experimental and control group was then performed.
5. A mean score, using the Otis I.Q. scores was computed for each class. (See Table A-2.)
6. A grand mean for the experimental and a grand mean for the control group was computed using the Otis I.Q. results.
7. A "t" test of the significant difference between the means of the Otis I.Q. scores of the experimental and control group was then prepared.

8. Answer sheets from the pre- and post-Sequential Tests of Educational Progress were sent to a scoring service which provided the following:

a) median scores
b) mean scores
c) standard deviation
d) item analysis
e) rank order listing
f) alphabetical listing
g) local percentile bands

9. The median, mean and standard deviation for the STEP tests were then computed using only those students who took both pre and posttests. As a result, 140 students in the experimental group was compared with 113 students in the control group.

IX. RESULTS

Data analysis of the posttest Sequential Tests of Educational Progress resulted in a mean score of 295.1 for the experimental group and a mean score of 291.9 for the control group. A "t" test of the significance of the difference between the means indicated a significant difference at the .01 level. (See Table F-1, p. 51.)

It should be noted that the control group and experimental group used different procedures in administering the Sequential Tests of Educational Progress. Any possible contamination was present for both the pre- and post-test results.

During both the pre- and post-testing procedure each student in the control group reported to one of two large study halls. Students were then allowed 35 minutes to complete Part I and 35 minutes to complete Part II. As a result the control group completed their test in one session.

Each student in the experimental group was allotted 35 minutes to complete Part I during a regularly assigned mathematics period. At the end of the 35 minutes the papers were collected and issued again the following day; students were then allowed 35 minutes to complete Part II. As a result each student in the experimental group completed his test in two sessions during his regularly assigned mathematics period.

The majority of students in the experimental group, anonymously answering a questionnaire at the end of the year,

expressed an opinion that their experience with the calculators did not help improve mathematical achievement on standardized tests, however 97% of the students stated that the program should be continued.

There are no results regarding the second hypothesis; i.e., the use of the machine by the experimental group shall have a positive effect on student motivation. This was to be measured at the end of the second year as outlined in the original proposal.

Students in the Mathematics 11 and regular Mathematics 12 courses did not study a greater number of topics in the required and optional syllabus. Students in the accelerated Mathematics 12 course did cover more topics than in preceding years.

X. DISCUSSION

A. Interpretation of findings

The results of the t-tests indicate that the use of the calculator as an instructional tool will result in significantly greater achievement, standardized tests in eleventh and twelfth grade mathematics.

Teachers of Regents classes feel an urgency not only to adequately prepare students for the next grade but to prepare students for a regents examination. The emphasis in the Mathematics 11 classes was upon reinforcement and enrichment. As a result the students did not study a greater number of topics but concentrated on reinforcing the present, new Mathematics 11 syllabus.

B. Implications and recommendations

Those students who wanted the program continued even though they felt it did not improve mathematical achievement on standardized tests (which is refuted by statistical analysis) appear to be expressing a preference in methodology. Further studies should be performed to determine if this method is preferred for pedagogical reasons or is this a reaction of present concern for technology.

The data analysis was in terms of means of groups, whereas a basic principle underlying improvement of instruction is that each child must be helped to realize his or her potential. There is concern for the lack of female student participation in the elective computer (not calculator) courses usually offered to seniors. It is recommended that a follow-up study be done to determine if the exposure to programable electronic calculators has helped female students to recognize their potential in the computer fields.

Little has been written concerning calculator-assisted instruction and it is recommended that a team of teachers work during the summer to develop curriculum related materials.

As a result of the first year's activities, it is further recommended that:

1) The effectiveness of the calculator be studied at the junior high and elementary levels.

2) A program of experience should include the low achievement students as well as the average and above average students.

3) Several mathematics classes should be scheduled to be taught in the mathematics laboratory.

XI, SUMMARY

A. List of tables

Table A-1 indicates no significant difference between the means of the experimental and control group Mathematics Regents scores, at the .05 level.

Table A-2 indicates no significant difference between the means at the .05 level, of the experimental and control group Otis I.Q. scores.

Table F-1 indicates no significant difference between the means at the .05 level, of the pretest results of the STEP tests whereas the posttest results of the STEP tests do indicate a significant difference between the means at the .01 level.

B. Introduction

1. Statement of the problem

a) To determine if the electronic calculator can improve classroom instruction.
b) To determine if curriculum related materials can be developed to make this tool valuable.
c) To determine peripheral applications.

2. Hypotheses

a) The use of the calculator as an instructional tool will result in significantly greater achievement, on standardized tests in eleventh and twelfth grade mathematics.
b) The use of the machine by the experimental group shall have a positive effect on student motivation.
c) Students in the experimental group will study a greater number of topics in the required and optional syllabus for mathematics of the eleventh and twelfth grades.

C. Procedure

1. Subjects involved in the investigation

Two separate high schools provided a total of 307 Mathematics 11 and 12 students. The experimental high school had 161 students and the control high school had 147 students.

2. Educational treatment

a) Individual grades of the 1968 Mathematics Regents and Otis I.Q. scores were collected and analyzed.
b) The mathematical section of STEP was used for both pre- and post-testing.
c) Both groups filled out the Strong Vocational Interest Blank (Men-Women revised).

d) When the classroom teacher began a new unit which lent itself to reinforcement or enrichment by supplementary use of the calculator, he brought his class to the laboratory where the students would "double up" using the calculators to find solutions to problems similar to their classroom work and homework problems.

3. Instruments used

a) New York State Mathematics Regents results
b) IQ -- Otis Quick Scoring Test of Mental Ability
c) Cooperative Sequential Tests of Educational Progress
d) Strong Vocational Interest Blank (Men-Women revised)

4. Technical description of procedures used for data analyses

An analysis of the variance of the means was performed, using a "t" test to determine any significant difference.

D. Results

a) There was a significant difference between the means at the .01 level of the posttest STEP results.
b) Students in Mathematics 11 and 12 did not study a greater number of topics, they concentrated on reinforcing required topics. Students in the accellerated Mathematics 12 course did study a greater number of topics.
c) Student motivation was to be tested at the end of the second year, as outlined in the original proposal.

E. Discussion

1. Interpretation of findings

a) The results of the t-test show hypothesis 1 to be tenable under the conditions and design of this study.

b) Teachers will introduce new topics only when they are satisfied with student proficiency in solving required topics.

2. Recommendations

It is suggested that further studies be conducted to determine the effectiveness of the calculator at different levels and under varying conditions.

TABLE A-1

PRETEST RESULTS

Half Hollow Hills Experimental Using Calculator

Regents Scores

N	X	Teacher	Subject
25	79.6	Ward	Math 12
28	85.21	Ward	Math 11
24	84.92	McCall	Math 11
24	92.33	McCall	Math 12x
26	80.46	Crespi	Math 11
23	91.61	Maina	Math 11 Accel.

T=150 Grand Mean: 85.51 *

East Islip High School - Control

N	X	Teacher	Subject
12	91.33	Laino	11 Accel.
14	92.28	Payne	12x
22	80.36	Katz	11
19	82.68	Vandewater	11
28	81.17	Vandewater	11
26	82.07	Katz	12
26	79.52	Payne	11

T=147 Grand Mean: 84.14 *

* A "t" test of the significance of the difference between the means indicated no difference at the .05 level.

TABLE A-2

PRETEST RESULTS

Half Hollow Hills - Experimental Using Calculator

Otis - I.Q. Scores

N	X	Teacher	Subject
25	117.28	Ward	Math 12
28	114.00	Ward	Math 11
24	115.71	McCall	Math 11
24	126.46	McCall	Math 12x
25	113.52	Crispi	Math 11
22	119.09	Maina	Math 11 Accel.

T=148 Grand Mean: 117.53 **

East Islip High School: Control

N	X	Teacher	Subject
12	129.91	Laina	11 Accel.
14	125.00	Payne	12x
22	117.63	Katz	11
18	116.83	Vandewater	11
27	113.33	Vandewater	11
26	120.80	Katz	12
26	118.03	Payne	12

T=145 Grand Mean: 119.03 **

** A "t" test of the significance of the difference between the means indicated no difference at the .05 level.

HALF HOLLOW HILLS HIGH SCHOOL
Test: STEP - 2A
No. of students: 183
Median 290
Mean 289.94
Standard Deviation 10.09

Converted Score	Frequency	%ile	%ile Band
313	2	99	99-100
311	0		
310	1	99	95-99
308	5	97	92-99
306	3	95	89-99
305	6	92	86-97
303	7	89	83-95
302	3	86	80-92
300	8	83	77-89
299	3	80	73-86
297	8	77	70-83
296	5	73	67-80
295	8	70	63-77
294	4	67	57-73
292	11	63	50-70
291	10	57	43-67
290	14	50	37-63
289	12	43	32-57
287	10	37	28-50
286	8	32	25-43
285	6	28	22-37
284	6	25	19-32
283	6	22	17-28
282	3	19	14-25
280	4	17	9-22
278	10	14	6-19
277	8	9	5-17
275	2	6	3-14
274	3	5	2-9
272	2	3	1-6
270	2	2	1-6
268	0		
265	2	1	0-3
263	0		
260	0		
256	0		
251	1	1	0-2

HALF HOLLOW HILLS HIGH SCHOOL
Step - 2A
October 1968
Item Analysis

Part I Question No.	Number Correctly Answered	Number Attempted
1	37	181
2	112	183
3	132	183
4	89	182
5	129	182
6	81	180
7	155	183
8	131	180
9	126	182
10	150	183
11	170	183
12	154	183
13	120	180
14	80	179
15	53	177
16	165	182
17	157	180
18	141	181
19	43	171
20	96	176
21	124	174
22	99	172
23	98	164
24	107	163
25	49	160
Part II		
1	131	182
2	119	178
3	73	176
4	94	180
5	62	182
6	127	180
7	118	179
8	99	182
9	163	182
10	162	182
11	85	176
12	133	182
13	145	182
14	159	182
15	149	180
16	157	182
17	113	176
18	159	182
19	149	180
20	155	181
21	76	168
22	170	176
23	93	170
24	100	169
25	62	164

HALF HOLLOW HILLS HIGH SCHOOL
HUNTINGTON, NEW YORK

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Form: 2A
Date: October 1968
Rank Order Listing

NAME	CONVERTED SCORE	%ILE BAND
Quinn, Thomas	313	99-100
Silverman, Paul	313	99-100
Fixsen, Caren	310	95-99
Blankinship, Ross	308	92-99
Bott, Eric	308	92-99
Brown, Barbara	308	92-99
Fitch, Kenneth	308	92-99
Friedman, Sanford	308	92-99
Benjamin, Chris	306	89-99
Brandsema, Sherry	306	89-99
Kofoed, George	306	89-99
Brennan, Kevin	305	86-97
Friedman, Judith	305	86-97
Kalson, Steven	305	86-97
Meditz, Roy	305	86-97
Shurack, Stephan	305	86-97
Walthers, Steven	305	86-97
Cohen, Diane	303	83-95
Cullen, William	303	83-95
Goodman, Michael	303	83-95
Hewitt, Dennis	303	83-95
Hoehn, Douglas	303	83-95
Kantor, Barbara	303	83-95
Mattson, Todd	303	83-95
Bonavehtura, William	302	80-92
Krisel, Andrew	302	80-92
Zubrovs, Viestarts	302	80-92
Carleton, Steven	300	77-89
DeLalio, George	300	77-89
Gross, Donald	300	77-89
Heaton, Monty	300	77-89
Landers, Sharon	300	77-89
Lofthouse, Lance	300	77-89
Rafferty, William	300	77-89
Whitaker, Mary	300	77-89
Ardolina, Paul	299	73-86
Caldwell, Joseph	299	73-86
Rufino, Charles	299	73-86
Kalish, Mitchel	297	70-83
Lake, Douglas	297	70-83
Mulvey, Pat	297	70-83
Pollack, Harvey	297	70-83
Robbins, Mark	297	70-83
Rorech, Paul	297	70-83
Slafky, Edward	297	70-83
Spielmann, Stephen	297	70-83
Anderson, Robert	296	67-80
Digiovanni, Denise	296	67-80
Frank, Kenneth	296	67-80

NAME	CONVERTED SCORE	%ILE BAND
Middendorf, Louise	296	67-80
Rizzo, Ellen	296	67-80
Gamarano, Joseph	295	63-77
Hacker, Randi	295	63-77
Havelick, John	295	63-77
Jameson, Jane	295	63-77
Levine, Randy	295	63-77
Muller, Larry	295	63-77
Pallmeyer, Pauline	295	63-77
Verini, Robert	295	63-77
Duff, Michael	294	57-73
Patchell, Robert	294	57-73
Schnoor, Richard	294	57-73
Thomas, Nancy	294	57-73
Barbero, Robin	292	50-70
Benjamin, Wayne	292	50-70
Bergenn, Bruce	292	50-70
Koppel, Ronald	292	50-70
Kaplan, Hal	292	50-70
McFadden, Michele	292	50-70
Novick, Jeffrey	292	50-70
Oliveri, Vinny	292	50-70
Stokes, Robert	292	50-70
Terry, Robert	292	50-70
Travers, Joseph	292	50-70
Day, Robert	291	43-67
Fuchsman, Donald	291	43-67
Gertz, William	291	43-67
Gorman, Thomas	291	43-67
Idland, Ase	291	43-67
Kouttron, Denise	291	43-67
Lubka, Mike	291	43-67
Pepe, Philip	291	43-67
Ross, Jacqueline	291	43-67
Stiene, Paul	291	43-67
Acerra, Michael	290	37-63
Carell, Robert	290	37-63
Cosenza, Thomas	290	37-63
German, Barry	290	37-63
Lanza, John	290	37-63
Liebrich, Karl	290	37-63
Baker, David	290	37-63
Robison, Mitchell	290	37-63
Sampson, John	290	37-63
Schwertz, Peter	290	37-63
Silva, Eileen	290	37-63
Solarino, Joseph	290	37-63
Stiene, Michael	290	37-63
Zaleskin, Philip	290	37-63
Bonawandt, Craig	289	32-57
Campo, Gail	289	32-57
Chiarello, Theresa	289	32-57
Conboy, Victoria	289	32-57

NAME	CONVERTED SCORE	%ILE BAND
Finn, Carol	289	32-57
Grossberg, Brian	289	32-57
James, Thomas	289	32-57
Lanzon, Susan	289	32-57
Pfeil, Amy	289	32-57
Russell, Nancy	289	32-57
Spears, Howard	289	32-57
Worne, Kenneth	289	32-57
Anderson, Denise	287	28-50
Anania, Janice	287	28-50
Bock, Elizabeth	287	28-50
Burkhardt, Patty	287	28-50
DeMarco, Kathleen	287	28-50
Dornstreich, Nadine	287	28-50
Kram, Wendy	287	28-50
Layh, Steven	287	28-50
Pienack, Diane	287	28-50
Siemaska, Grazina	287	28-50
Barrett, Barbara	286	25-43
Bidlack, Greg	286	25-43
Bochat, Kenny	286	25-43
Enners, Sandy	286	25-43
Falk, Michael	286	25-43
Hanratty, Carol	286	25-43
Kozak, Daniel	286	25-43
Rose, Barry	286	25-43
Cascone, Darie	285	25-43
Dickson, Barbara	285	22-37
Bodkin, Joann	285	22-37
Trezza, Mark	285	22-37
Weilts, Diane	285	22-37
Zona, James	285	22-37
Howson, Bruce	284	19-32
Morelli, Kathy	284	19-32
Pick, Andrew	284	19-32
Porzio, Vincent	284	19-32
Schlumpf, Steven	284	19-32
Silverstein, Ira	284	19-32
DiCostanzo, Regina	283	17-28
Marcink, William	283	17-28
Mencke, Evelyn	283	17-28
Montalbano, Frances	283	17-28
Pagano, Emilia	283	17-28
Rubien, Eileen	283	17-28
Epstein, Madeline	282	14-25
Leo, Linda	282	14-25
Morrison, Janice	282	14-25
Abbatista, Barbara	280	9-22
Chironis, Paul	280	9-22
Longleway, Regina	280	9-22
Ortman, Robert	280	9-22
Budah, Charles	278	6-19
Chopufka, Janet	278	6-19

NAME	CONVERTED SCORE	%ILE BAND
DeFlorio, Deanne	278	6-19
DiGeronimo, Michael	278	6-19
Farina, Helen	278	6-19
Gorman, Barbara	278	6-19
Hamel, Cathy	278	6-19
Higbie, Jeanne	278	6-19
McCullough, Daniel	278	6-19
Radle, William	278	6-19
Campo, Donna	277	5-17
DeBoves, Karen	277	5-17
Hunt, Kenneth	277	5-17
Lieppe, Craig	277	5-17
Pintus, Deborah	277	5-17
Sanes, Noah	277	5-17
Williams, Michael	277	5-17
Woodbury, Timothy	277	5-17
Andare, Pat	275	3-14
Marino, Vincent	275	3-14
Cipriano, Thomas	274	2-9
Hunt, Steven	274	2-9
Voigt, Sharon	274	2-9
Anzillatto, Frank	272	1-6
Sickel, JoAnn	272	1-6
Naro, Rosemarie	270	1-6
Newhouse, Brian	270	1-6
Burkart, Virginia	265	0-3
Pagano, Diane	265	0-3
Cohen, Fred	251	0-2

HALF HOLLOW HILLS HIGH SCHOOL
HUNTINGTON, L.I., NEW YORK

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Test Form 2A
Date: October 1968
Alphabetical Listing

NAME	CONVERTED SCORE	%ILE BAND
Abbattista, Barbara	280	9-22
Acerra, Michael	290	37-63
Anania, Janice	287	28-50
Andare, Pat	275	3-14
Anderson, Denise	287	28-50
Anderson, Robert	296	67-80
Anzillatto, Frances	272	1-6
Ardolina, Paul	299	73-86
Barrett, Barbara	286	25-43
Barbero, Robin	292	50-70
Benjamin, Chris	306	89-99
Benjamin, Wayne	292	50-70
Bergenn, Bruce	292	50-70
Bidlack, Greg	286	25-43
Blankinship, Ross	308	92-99
Bochat, Kenneth	286	25-43
Bock, Elizabeth	287	28-50
Bodkin, Joann	285	22-37
Bonaventura, William	302	80-92
Bonawandt, Craig	289	32-57
Bott, Eric	308	92-99
Brandsema, Sherry	306	89-99
Brennan, Kevin	305	86-97
Brown, Barbara	308	92-99
Budah, Charles	278	6-19
Burkart, Virginia	265	0-3
Burkhardt, Patty	287	28-50
Caldwell, Joseph	299	73-86
Campo, Donna	277	5-17
Campo, Gail	289	32-57
Carell, Robert	290	37-63
Carleton, Steven	300	77-89
Cascone, Darie	285	22-37
Chiarello, Theresa	289	32-57
Chironis, Paul	280	9-22
Chopufka, Janet	278	6-19
Cipriano, Thomas	274	2-9
Cohen, Diane	303	83-95
Cohen, Fred	251	0-2
Conboy, Victoria	289	32-57
Cosenza, Thomas	290	37-63
Cullen, William	303	83-95
Day, Robert	291	43-67
DeBoves, Karen	277	5-17
DeFlorio, Deanne	278	6-19

NAME	CONVERTED SCORE	%ILE BAND
DeLalio, George	300	77-89
DeMarco, Kathleen	287	28-50
Dickson, Barbara	285	22-37
DiCostanzo, Regina	283	17-28
DiGeronims, Michael	278	6-19
DiGiovanni, Denise	296	67-80
Dornstreich, Nadine	287	28-50
Duff, Michael	294	57-73
Enners, Sandy	286	25-43
Epstein, Madeline	282	14-25
Falk, Michael	286	25-43
Farina, Helen	278	6-19
Finn, Carol	289	32-57
Fitch, Kenneth	308	92-99
Fixsen, Caren	310	95-99
Frank, Kenneth	296	67-80
Friedman, Judith	305	86-97
Friedman, Sanford	308	92-99
Fuchsman, Donald	291	43-67
Gamarano, Joseph	295	63-77
German, Barry	290	37-63
Gertz, William	291	43-67
Goodman, Michael	303	83-95
Gorman, Barbara	278	6-19
Gorman, Thomas	291	43-67
Gross, Donald	300	77-89
Grossberg, Brian	289	32-57
Hacker, Randi	295	63-77
Hamel, Cathy	278	6-19
Hanratty, Carol	286	25-43
Havelick, John	295	63-77
Heatorn, Monty	300	77-89
Hewitt, Dennis	303	83-95
Higbie, Jeanne	278	6-19
Hoehn, Douglas	303	83-95
Howson, Bruce	284	19-32
Hunt, Kenneth	277	5-17
Hunt, Steven	274	2-9
Idland, Ase	291	43-67
James, Thomas	289	32-57
Jameson, Jane	295	63-77
Kalish, Mitchel	297	70-83
Kalson, Steven	305	86-97
Kantor, Barbara	303	83-95
Kaplan, Hal	292	50-70
Kofoed, George	306	89-99
Koppel, Ronald	292	50-70
Kouttron, Denise	291	43-67
Kozak, Daniel	286	25-43

NAME	CONVERTED SCORE	%ILE BAND
Kram, Wendy	287	28-50
Krisel, Andrew	302	80-92
Lake, Douglas	297	70-83
Landers, Sharon	300	77-89
Lanza, John	290	37-63
Lanzon, Susan	289	32-57
Layh, Steven	287	28-50
Leo, Linda	282	14-25
Levine, Randy	295	63-77
Liebrich, Karl	290	37-63
Lieppe, Craig	277	5-17
Lofthouse, Lance	300	77-89
Longleway, Regina	280	9-22
Lubka, Mike	291	43-67
McCullough, Daniel	278	6-19
McFadden, Michele	292	50-70
Marino, Vincent	275	3-14
Marcink, William	283	17-28
Mattson, Todd	303	83-95
Meditz, Roy	305	86-97
Mencke, Evelyn	283	17-28
Middendorf, Louise	296	67-80
Montalbano, Frances	283	17-28
Morelli, Kathy	284	19-32
Morrison, Janice	282	14-25
Muller, Larry	295	63-77
Mulvey, Pat	297	70-83
Naro, Rosemarie	270	1-6
Newhouse, Brian	270	1-6
Novick, Jeffrey	292	50-70
Oliveri, Vincent	292	50-70
Ortman, Robert	280	9-22
Pagano, Diane	265	0-3
Pagano, Emilia	283	17-28
Pallmeyer, Pauline	295	63-77
Patchell, Robert	294	57-73
Pepe, Philip	291	43-67
Pfeil, Amy	289	32-57
Pick, Andrew	284	19-32
Pienack, Diane	287	28-50
Pintus, Debora	277	5-17
Pollack, Harvey	297	70-83
Porzio, Vincent	284	19-32
Quinn, Thomas	313	99-100
Radle, William	278	6-19
Rafferty, William	300	77-89
Raker, David	290	37-63
Rizzo, Ellen	296	67-80
Robbins, Mark	297	70-83

NAME	CONVERTED SCORE	%ILE BAND
Robison, Mitchell	290	37-63
Rorech, Paul	297	70-83
Rose, Barry	286	25-43
Ross, Jacqueline	291	43-67
Rubien, Eileen	283	17-28
Rufino, Charles	299	73-86
Russell, Nancy	289	32-57
Sampson, John	290	37-63
Sanes, Noah	277	5-17
Schlumpf, Steve	284	19-32
Schnoor, Richard	294	57-73
Schwartz, Peter	290	37-63
Sickel, JoAnn	272	1-6
Siemaska, Grazina	287	28-50
Silva, Eileen	290	37-63
Silverman, Paul	313	99-100
Silverstein, Ira	284	19-32
Shurack, Stephan	305	86-97
Slafky, Edward	297	70-83
Solarino, Joseph	290	37-63
Spears, Howard	289	32-57
Spielmann, Stephen	297	70-83
Stiene, Paul	291	43-67
Stiene, Michael	290	37-63
Stokes, Robert	292	50-70
Terry, Robert	292	50-70
Thomas, Nancy	294	57-73
Traversa, Joseph	292	50-70
Trezza, Mark	285	22-37
Verini, Robert	295	63-77
Voight, Sharon	274	2-9
Walthers, Steven	305	86-97
Weilts, Diane	285	22-37
Whitaker, Mary	300	77-89
Williams, Michael	277	5-17
Woodbury, Timothy	277	5-17
Worne, Kenneth	289	32-57
Zaleskin, Philip	290	37-63
Zone, James	285	22-37
Zubkovs, Viestarts	302	80-92

EAST ISLIP HIGH SCHOOL
Test: STEP - 2A
No. of students: 146
Median 289
Mean 288.63
Standard Deviation 9.86

Converted Score	Frequency	%ile	%ile Band
311	1	99	96-100
310	5	98	96-100
308	0		
306	1	96	93-98
305	1	95	93-96
303	0		
302	5	93	87-95
300	4	90	82-93
299	5	87	76-93
297	9	82	73-90
296	7	76	70-87
295	3	73	66-82
294	6	70	62-76
292	5	66	57-73
291	7	62	52-70
290	7	57	46-66
289	8	52	40-62
287	9	46	32-57
286	10	40	26-52
285	12	32	22-46
284	6	26	18-40
283	7	22	16-32
282	2	18	13-26
280	4	16	11-22
278	5	13	8-18
277	3	11	5-16
275	6	8	5-13
274	0		
272	2	5	3-8
270	1	4	1-8
268	2	3	1-5
265	1	2	0-5
263	1	1	0-4
260	0		
256	0		
251	1	1	0-4

EAST ISLIP HIGH SCHOOL
ISLIP TERRACE, NEW YORK

STEP 2A
October 1968
ITEM ANALYSIS

Part I Question No.	Number Correctly Answered	Number Attempted
1	36	145
2	82	145
3	113	146
4	66	144
5	100	146
6	62	144
7	125	146
8	104	143
9	100	144
10	131	145
11	130	145
12	127	146
13	78	144
14	56	142
15	34	135
16	136	143
17	124	143
18	104	140
19	35	128
20	72	135
21	102	135
22	64	133
23	72	124
24	65	119
25	45	120
Part II		
1	93	145
2	99	144
3	54	142
4	85	142
5	41	144
6	94	145
7	91	142
8	84	144
9	124	146
10	130	146
11	56	143
12	115	146
13	114	141
14	133	146
15	121	143
16	119	144
17	75	140
18	121	145
19	110	139
20	117	142
21	57	135
22	134	142
23	69	127
24	61	124
25	37	116

EAST ISLIP HIGH SCHOOL
ISLIP TERRACE, NEW YORK

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Test Form 2A
Date: October 1968
Rank Order Listing

NAME	CONVERTED SCORE	%ILE BAND
Faron, Timothy	311	96-100
Ackerman, William	310	96-100
Enright, Maura	310	96-100
Hoffman, Paul	310	96-100
Rogoff, Andrew	310	96-100
Weickart, Gary	310	96-100
Frazer, William	306	93-98
Caracappa, Daniel	305	93-96
Alesi, Anthony	302	87-95
Breen, Daniel	302	87-95
DiGiacomo, John	302	87-95
Mann, Fred	302	87-95
Simonetti, Joan	302	87-95
Bachek, Theresa	300	82-93
Barry, Lynn	300	82-93
Levine, Laura	300	82-93
Wright, Howard	300	82-93
Black, Kenny	299	76-93
Genna, Barbara	299	76-93
Jansen, John	299	76-93
Schnittger, Edward	299	76-93
Storm, Wayne	299	76-93
Bartel, Richard	297	73-90
Chislett, Fred	297	73-90
DeFazio, Mary	297	73-90
Demey, Allen	297	73-90
Inaba, Gail	297	73-90
Irwin, Joseph	297	73-90
Kennare, Arlene	297	73-90
Kube, Donna	297	73-90
Norton, Robert	297	73-90
Hoefler, Lenny	296	70-87
Kent, Robert	296	70-87
Robertson, Bruce	296	70-87
Rogoff, Marc	296	70-87
Rossetti, Steve	296	70-87
Sauer, Penny	296	70-87
Yurkerwich, David	296	70-87
Hyland, Dennis	295	66-82
Owen, Elizabeth	295	66-82

NAME	CONVERTED SCORE	%ILE BAND
Penn, Arnold	295	66-82
Brostowski, Joan	294	62-76
Kurka, Susan	294	62-76
LaMacchia, Diane	294	62-76
McManus, Larry	294	62-76
Polson, Ted	294	62-76
Sabasteanski, Eileen	294	62-76
Bachek, Barbara	292	57-73
Daniels, James	292	57-73
Euler, Gail	292	57-73
Maxwell, Wilfred	292	57-73
Zalewski, Vivian	292	57-73
Heller, Norman	291	52-70
Iehle, Norman	291	52-70
Lever, Karen	291	52-70
Marchione, Robert	291	52-70
Schmalenber, Gary	291	52-70
Sciotto, Joseph	291	52-70
Toscano, Joseph	291	52-70
Chesanow, Charles	290	46-66
Frazer, John	290	46-66
Frey, Deirdre	290	46-66
Hodokavich, Barbara	290	46-66
Lembo, Andre	290	46-66
Salogub, Gary	290	46-66
Shepard, Edwin	290	46-66
Hoeflich, Patricia	289	40-62
Kenney, John	289	40-62
Phillips, Kathleen	289	40-62
Rupp, Cathy	289	40-62
Seegers, Sueanne	289	40-62
Seyfried, Curtis	289	40-62
Smith, Linda	289	40-62
Winding, Stephen	289	40-62
Carta, Joann	287	32-57
DePrisco, Jenny	287	32-57
Heinecke, Glenn	287	32-57
Heintz, Judith	287	32-57
Kindberg, Judith	287	32-57
Miata, Joseph	287	32-57
Neske, Edwin	287	32-57
Piovano, Suzanne	287	32-57
VanCott, Doreen	287	32-57
DiFede, Joy	286	26-52
Gross, Jeffrey	286	26-52
Jakits, Berni	286	26-52
Koppel, Peter	286	26-52

NAME	CONVERTED SCORE	%ILE BAND
Lucrezio, Rosanne	286	26-52
Newman, Lori	286	26-52
Peters, Peter	286	26-52
Rifkin, Louis	286	26-52
Silliman, Kathy	286	26-52
Wisniewski, Michael	286	26-52
Arena, Laurie	285	22-46
Becker, Philip	285	22-46
Decicco, James	285	22-46
DePrisco, Merideth	285	22-46
Floyd, Nancy	285	22-46
Graup, Patricia	285	22-46
Gribbin, Kathleen	285	22-46
Montalro, Michael	285	22-46
Muller, George	285	22-46
Sprenger, James	285	22-46
Vlcek, Beverly	285	22-46
Wilson, John	285	22-46
Carvalho, Denise	284	18-40
Easterbrook, Adrian	284	18-40
Hentze, Susanne	284	18-40
Lowney, Susanne	284	18-40
Sander, Linda	284	18-40
Smatlak, Clyde	284	18-40
Hunter, Gail	283	16-32
Kensler, Lynne	283	16-32
LaLane, Ilona	283	16-32
Reilly, Donna	283	16-32
Schnittger, Carol	283	16-32
Stecher, Diane	283	16-32
Suda, Janet	283	16-32
Mannoia, Rick	282	13-26
Sherwood, Craig	282	13-26
LeVitt, Bruce	280	11-22
Sacco, Diane	280	11-22
Walter, Bruce	280	11-22
Yuskus, Victor	280	11-22
Albizu, Ernest	278	8-18
Mercogliano, Gary	278	8-18
Mistretta, Karen	278	8-18
Muller, Paul	278	8-18
Olson, Kathleen	278	8-18
Brady, Kathleen	277	5-16
Davison, Denise	277	5-16
Santoro, Thomas	277	5-16

NAME	CONVERTED SCORE	%ILE BAND
Albizu, Manuel	275	5-13
Genna, Lesley	275	5-13
Gibbs, Denise	275	5-13
Neuschaefer, Jane	275	5-13
Pisido, Vicky	275	5-13
Stalzer, Lori	275	5-13
Corriss, Janet	272	3-8
Hurley, Richard	272	3-8
Apelskog, Carol	270	1-8
Cataldo, Donald	268	1-5
Makofsky, Robert	268	1-5
Overholt, Diane	265	0-5
Cerullo, David	263	0-4
Nardo, John	251	0-4

EAST ISLIP HIGH SCHOOL
ISLIP TERRIS, NEW YORK

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Test Form 2A
October 1968
Alphabetical Listing

NAME	CONVERTED SCORE	%ILE BAND
Ackerman, William	310	96-100
Albizu, Ernest	278	8-18
Albizu, Manuel	275	5-13
Alesi, Anthony	302	87-95
Apelskog, Carol	270	1-8
Arena, Laurie	285	22-46
Bachek, Barbara	292	57-73
Bachek, Theresa	300	82-93
Barry, Lynn	300	82-93
Bartel, Richard	297	73-90
Becker, Philip	285	22-46
Black, Kenneth	299	76-93
Brady, Kathleen	277	5-16
Breen, Daniel	302	87-95
Brostowski, Joan	294	62-76
Caracappa, Daniel	305	93-96
Carvalho, Denise	284	18-40
Carta, Joann	287	32-57
Cataldo, Donald	268	1-5
Cerullo, David	263	0-4
Chesanow, Charles	290	46-66
Chislett, Fred	297	73-90
Corriss, Janet	272	3-8
Daniels, James	292	57-73
Davison, Denise	277	5-16
Decicco, James	285	22-46
DeFazio, Mary	297	73-90
deMey, Allen	297	73-90
DePrisco, Jenny	287	32-57
DePrisco, Merideth	285	22-46
DiFede, Joy	286	26-52
DiGiacomo, John	302	87-95
Easterbrook, Adria	284	18-40
Enright, Maura	310	96-100
Euler, Gail	292	57-73
Faron, Timothy	311	96-100
Floyd, Nancy	285	22-46
Frazer, John	290	46-66
Frazer, William	306	93-98
Frey, Deidre	290	46-66
	299	76-93
Genna, Barbara	299	76-93
Genna, Lesley	275	5-13
Gibbs, Denise	275	5-13

NAME	CONVERTED SCORE	%ILE BAND
Graup, Patricia	285	22-46
Gribbin, Kathleen	285	22-46
Gross, Jeffrey	286	26-52
Heinecke, Glenn	287	32-57
Heitz, Judith	287	32-57
Heller, Norman	291	52-70
Hentze, Susann	284	18-40
Hodukavich, Barbara	290	46-66
Hoefler, Lenny	296	70-87
Hoeflich, Patricia	289	40-62
Hoffman, Paul	310	96-100
Hunter, Gail	283	16-32
Hurley, Richard	272	3-8
Hyland, Bennis	295	66-82
Iehle, Norman	291	52-70
Inaba, Gail	297	73-90
Irwin, Joseph	297	73-90
Jakits, Berni	286	26-52
Jansen, John	299	76-93
Kennare, Arlene	297	73-90
Kenney, John	289	40-62
Kensler, Lynne	283	16-32
Kent, Robert	296	70-87
Kindberg, Judith	287	32-57
Koppel, Peter	286	26-52
Kube, Donna	297	73-90
Kurka, Susan	294	62-76
LaLane, Ilona	283	16-32
LaMacchia, Diane	294	62-76
Lembo, Andre	290	46-66
Lever, Karen	291	52-70
Levine, Laura	300	82-93
Levitt, Bruce	280	11-22
Lowney, Susan	284	18-40
Lucrezio, Rosanne	286	26-52
Makofsky, Robert	268	1-5
Mann, Frederick	302	87-95
Mannoia, Rick	282	13-26
Marchione, Robert	291	52-70
Maxwell, Wilfred	292	57-73
McManus, Larry	294	62-76
Mercogliano, Gary	278	8-18
Miata, Joseph	287	32-57
Mistretta, Karen	278	8-18
Montalro, Michael	285	22-46
Muller, George	285	22-46

NAME	CONVERTED SCORE	%ILE BAND
Muller, Paul	278	8-18
Nardo, John	251	0-4
Neske, Edwin	287	32-57
Neuschaefer, Jane	275	5-13
Newman, Lori	286	26-52
Norton, Robert	297	73-90
Olson, Kathleen	278	8-18
Overholt, Diane	265	0-5
Owen, Elizabeth	295	66-82
Penu, Arno	295	66-82
Peters, Peter	286	26-52
Phillips, Kathleen	289	40-62
Piovano, Suzanne	287	32-57
Pisido, Vicky	275	5-13
Polson, Ted	294	62-76
Reilly, Donna	283	16-32
Rifkin, Louis	286	26-52
Robertson, Bruce	296	70-87
Rogoff, Andre	310	96-100
Rogoff, Marc	296	70-87
Rossetti, Steve	296	70-87
Rupp, Cathy	289	40-62
Sabasteanski, Eileen	294	62-76
Sacco, Diane	280	11-22
Salogub, Gary	290	46-66
Sander, Linda	284	18-40
Santoro, Thomas	277	5-16
Sauer, Penny	296	70-87
Schmalenber, Gary	291	52-70
Schnittger, Carol	283	16-32
Schnittger, Edward	299	76-93
Sciotto, Joseph	291	52-70
Seegers, Sueanne	289	40-62
Seyfried, Curtis	289	40-62
Shepard, Edwin	290	46-66
Sherwood, Craig	282	13-26
Silliman, Kathy	286	26-52
Simonetti, Joan	302	87-95
Smatlak, Clyde	284	18-40
Smith, Linda	289	40-62
Sprenger, James	285	22-46
Stalzer, Lori	275	5-13
Stecher, Diane	283	16-32
Storm, Wayne	299	76-93
Suda, Janet	283	16-32
Toscano, Joseph	291	52-70
VanCott, Doreen	287	32-57
Vlcek, Beverly	285	22-46

NAME	CONVERTED SCORE	%ILE BAND
Walter, Bruce	280	11-22
Weickart, Gary	310	96-100
Wilson, John	285	22-46
Winding, Stephen	289	40-62
Wisniewski, Michael	286	26-52
Wright, Howard	300	82-93
Yurkerwich, David	296	70-87
Yurkus, Victor	280	11-22
Zalewski, Vivian	292	57-73

HALF HOLLOW HILLS HIGH SCHOOL
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SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Test Form 2A
Post Testing 5/69
LOCAL PERCENTILE

CONVERTED SCORE	FREQUENCY	%ILE BAND
315	1	99-100
313	2	97-99
311	3	90-99
310	7	88-99
308	2	85-97
306	3	81-93
305	6	77-90
303	5	73-88
302	6	67-85
300	6	60-81
299	11	55-77
297	8	50-73
296	8	45-67
295	5	39-60
294	9	34-55
292	8	29-50
291	6	23-45
290	9	17-39
289	8	15-34
287	7	13-29
286	1	11-23
285	2	9-17
284	4	7-15
283	3	5-13
282	2	3-11
280	3	3-9
278		2-7
277	3	1-5
275	1	1-3
274		
272		
270		
268	2	0-1

MEDIAN	295
MEAN	294.96
STANDARD DEVIATION	9.17

[illegible] HILLS HIGH SCHOOL
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SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Test Form 2A
Post Testing 5/69
ITEM ANALYSIS

Part I Question No.	Number Correctly Answered	Number Attempted
1	41	140
2	97	141
3	101	141
4	84	140
5	120	141
6	74	139
7	132	141
8	118	140
9	118	140
10	129	141
11	139	141
12	133	141
13	100	139
14	59	140
15	71	136
16	134	141
17	131	141
18	125	141
19	48	132
20	91	139
21	113	138
22	89	136
23	90	133
24	96	134
25	69	133
Part II		
1	106	141
2	104	139
3	60	141
4	87	138
5	61	141
6	111	140
7	102	141
8	98	140
9	131	141
10	128	141
11	78	139
12	120	141
13	119	139
14	124	141
15	126	140
16	126	141
17	88	135
18	134	141
19	130	141
20	128	140
21	59	132
22	141	140
23	89	133
24	80	133
25	63	133

HALF HOLLOW HILLS HIGH SCHOOL
DIX HILLS, NEW YORK

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Test Form 2A
Post Testing 5/69
Rank Order Listing

NAME	CONVERTED SCORE	%ILE BAND
Kofoed, George	315	99-100
Blankinship, Ross	313	97-99
Bott, Eric	313	97-99
Goodman, Michael	311	90-99
Hoehn, Douglas	311	90-99
Kantor, Barbe Lynn	311	90-99
Caldwell, Joseph	310	88-99
Fitch, Kenneth	310	88-99
Fixsen, Caren	310	88-99
Kalson, Steven	310	88-99
Lubka, Michael	310	88-99
Quinn, Thomas	310	88-99
Silverman, Paul	310	88-99
Friedman, Sanford	308	85-97
Slafky, Edward	308	85-97
Heaton, Monty	306	81-93
Rizzo, Ellen	306	81-93
Shurack, Stephen	306	81-93
Friedman, Judith	305	77-90
Hewitt, Dennis	305	77-90
Landers, Sharol	305	77-90
Mattson, Todd	305	77-90
Rorech, Paul	305	77-90
Walthers, Steven	305	77-90
Bonawandt, Craig	303	73-88
Brown, Barbara	303	73-88
Jameson, Jane	303	73-88
Krisel, Andrew	303	73-88
Stokes, Robert	303	73-88
Bettman, Gary	302	67-85
Brennan, Kevin	302	67-85
Muller, Larry	302	67-85
Oliveri, Vincent	302	67-85
Pepe, Philip	302	67-85
Zubkovs, Viestarts	302	67-85
Ardolina, Paul	300	60-81
Baker, David	300	60-81
Chiarello, Theresa	300	60-81
Gorman, Thomas	300	60-81
Idland, Ase	300	60-81
Stiene, Michael	300	60-81

NAME	CONVERTED SCORE	%ILE BAND
Anania, Janice	299	55-77
Benjamin, Wayne	299	55-77
Falk, Mike	299	55-77
German, Barry	299	55-77
James, Thomas	299	55-77
Meditz, Roy	299	55-77
Ortmann, Robert	299	55-77
Patchell, Robert	299	55-77
Robbins, Mark	299	55-77
Terry, Robert	299	55-77
Thomas, Nancy	299	55-77
Anderson, Robert	297	50-73
Carell, Robert	297	50-73
Lake, Douglas	297	50-73
Levine, Randy	297	50-73
Pfeil, Amy	297	50-73
Schwartz, Peter	297	50-73
Spears, Howard	297	50-73
Spielmann, Stephen	297	50-73
Bonaventura, William	296	45-67
Digiovanni, Denise	296	45-67
Hacker, Randi	296	45-67
Middendorf, Louise	296	45-67
Mulvey, Patrick	296	45-67
Robison, Mitchell	296	45-67
Solarino, Joseph	296	45-67
Whitaker, Mary	296	45-67
Grossberg, Brian	295	39-60
Koppel, Ronald	295	39-60
Sanes, Noah	295	39-60
Schnoor, Richard	295	39-60
Zona, James	295	39-60
Bodkin, Joanne	294	34-55
Brandsema, Sherry	294	34-55
Conboy, Victor	294	34-55
DeFlorio, Deanne	294	34-55
Dornstreich, Nadine	294	34-55
Ross, Jacqueline	294	34-55
Silva, Eileen	294	34-55
Woodbury, Timothy	294	34-55
Wrase, Richard	294	34-55
Bergenn, Bruce	292	29-50
Day, Robert	292	29-50
DeMarco, Kathy	292	29-50
Finn, Carol	292	29-50
Gross, Donald	292	29-50
Morelli, Kathy	292	29-50
Novick, Jeffrey	292	29-50
Pick, Andrew	292	29-50

NAME	CONVERTED SCORE	%ILE BAND
Bock, Elizabeth	291	23-45
DeBoves, Karen	291	23-45
Kaplan, Hal	291	23-45
Lanzon, Susanne	291	23-45
Liebrich, Karl	291	23-45
Siemaska, Grazina	291	23-45
Anderson, Denise	290	17-39
Barrett, Barbara	290	17-39
Dickson, Barbara	290	17-39
DiCostanzo, Regina	290	17-39
Kouttron, Denise	290	17-39
Kozak, Daniel	290	17-39
Mencke, Evelyn	290	17-39
Sampson, John	290	17-39
Worne, Kenneth	290	17-39
Barbero, Robin	289	15-34
Gamarano, Joseph	289	15-34
Hanratty, Carol	289	15-34
Hunt, Kenneth	289	15-34
Kram, Wendy	289	15-34
Leo, Linda	289	15-34
Longleway, Regina	289	15-34
Marcink, William	289	15-34
Barbaccia, Diane	287	13-29
Cascone, Darlene	287	13-29
Chironis, Paul	287	13-29
Higbie, Jeanne	287	13-29
Traversa, Joseph	287	13-29
Weits, Diane	287	13-29
Zaleskin, Philip	287	13-29
Pintus, Debora	286	11-23
Campo, Gail	285	9-17
Russell, Nancy	285	9-17
Farina, Helen	284	7-15
Morrison, Janice	284	7-15
Pienack, Diane	284	7-15
Voigt, Sharon	284	7-15
Cipriano, Thomas	283	5-13
DiGeronimo, Mike	283	5-13
Hunt, Steve	283	5-13
Chropufka, Janet	282	3-11
Rose, Barry	282	3-11
Campo, Donna	280	3-9
Gorman, Barbara	280	3-9
Schlumpf, Steve	280	3-9

NAME	CONVERTED SCORE	%ILE BAND
Budah, Charles	277	1-5
Naro, Rosemarie	277	1-5
Pagano, Emilia	277	1-5
Burkart, Virginia	275	1-3
Hamel, Cathy	268	0-1
Radle, William	268	0-1

HALF HOLLOW HILLS HIGH SCHOOL
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SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
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Alphabetical Listing

NAME	CONVERTED SCORE	%ILE BAND
Anania, Janice	299	55-77
Anderson, Denise	290	17-39
Anderson, Robert	297	50-73
Ardolina, Paul	300	60-81
Baker, David	300	60-81
Barbaccia, Diane	287	13-29
Barbero, Robin	289	15-34
Barrett, Barbara	290	17-39
Benjamin, Wayne	299	55-77
Bergenn, Bruce	292	29-50
Bettman, Gary	302	67-85
Blankinship, Ross	313	97-99
Bock, Elizabeth	291	23-45
Bodkin, Joann	294	34-55
Bonaventura, William	296	45-67
Bonawandt, Craig	303	73-88
Bott, Eric	313	97-99
Brandsema, Sherry	294	34-55
Brennan, Kevin	302	67-85
Brown, Barbara	303	73-88
Budah, Charles	277	1-5
Burkart, Virginia	275	1-3
Caldwell, Joseph	310	88-99
Campo, Donna	280	3-9
Campo, Gail	285	9-17
Carell, Robert	297	50-73
Cascone, Darlene	287	13-29
Chiarello, Theresa	300	60-81
Chironis, Paul	287	13-29
Chropufka, Janet	282	3-11
Cipriano, Thomas	283	5-13
Conboy, Victoria	294	34-55
Day, Robert	292	29-50
DeBoves, Karen	291	23-45
DeFlorio, Deanne	294	34-55
DeMarco, Kathy	292	29-50
Dickson, Barbara	290	17-39
DiCostanzo, Regina	290	17-39
DiGeronimo, Michael	283	5-13
DiGiovanni, Denise	296	45-67
Dornstreich, Nadine	294	34-55
Falk, Mike	299	55-77
Farina, Helen	284	7-15
Finn, Carol	292	29-50
Fitch, Kenneth	310	88-99
Fixsen, Caren	310	88-99

NAME	CONVERTED SCORE	%ILE BAND
Friedman, Sanford	308	85-97
Friedman, Judith	305	77-90
Gamarano, Joseph	289	15-34
German, Barry	299	55-77
Goodman, Michael	311	90-99
Gorman, Barbara	280	3-9
Gorman, Thomas	300	60-81
Gross, Donald	292	29-50
Grossberg, Brian	295	39-60
Hacker, Randi	296	45-67
Hamel, Cathy	268	0-1
Hanratty, Carol	289	15-34
Heaton, Monty	306	81-93
Hewitt, Dennis	305	77-90
Higbie, Jeanne	287	13-29
Hoehn, Douglas	311	90-99
Hunt, Kenneth	289	15-34
Hunt, Steven	283	5-13
Idland, Ase	300	60-81
Jameson, Jane	303	73-88
James, Thomas	299	55-77
Kalson, Steven	310	88-99
Kanton, Barbi Lynne	311	90-99
Kaplan, Hal	291	23-45
Kofoed, George	315	99-100
Koppel, Ronald	295	39-60
Kouttron, Denise	290	17-39
Kozak, Dan	290	17-39
Kram, Wendy	289	15-34
Krisel, Andre	303	73-88
Lake, Douglas	297	50-73
Landers, Sharon	305	77-90
Lanzon, Susan	291	23-45
Leo, Linda	289	15-34
Levine, Randy	297	50-73
Liebrich, Karl	291	23-45
Longleway, Regina	289	15-34
Lubka, Michael	310	88-99
Marcink, William	289	15-34
Mattson, Todd	305	77-90
Meditz, Roy	299	55-77
Mencke, Evelyn	290	17-39
Middendorf, Louise	296	45-67
Morelli, Kathy	292	29-50
Morrison, Janice	284	7-15
Muller, Larry	302	67-85
Mulvey, Patrick	296	45-67
Naro, Rosemarie	277	1-5
Novick, Jeffrey	292	29-50

NAME	CONVERTED SCORE	%ILE BAND
Oliveri, Vincent	302	67-85
Ortmann, Robert	299	55-77
Pagano, Emilia	277	1-5
Patchell, Robert	299	55-77
Pepe, Philip	302	67-85
Pick, Andrew	292	29-50
Pienack, Diane	284	7-15
Pintus, Debora	286	11-23
Pfeil, Amy	297	50-73
Quinn, Thomas	310	88-99
Radle, William	268	0-1
Rizzo, Ellen	306	81-93
Robbins, Mark	299	55-77
Robison, Mitchell	296	45-67
Rorech, Paul	305	77-90
Rose, Barry	282	3-11
Ross, Jacqueline	294	34-55
Russell, Nancy	285	9-17
Sanes, Noah	295	39-60
Sampson, John	290	17-39
Schlumpf, Steven	280	3-9
Schnoor, Richard	295	39-60
Schwartz, Peter	297	50-73
Shurack, Stephen	306	81-93
Siemaska, Grazina	291	23-45
Silverman, Paul	310	88-99
Silva, Eileen	294	34-55
Slafky, Edward	308	85-97
Solarino, Joseph	296	45-67
Spears, Howard	297	50-73
Spielmann, Stephen	297	50-73
Stiene, Michael	300	60-81
Stokes, Robert	303	73-88
Terry, Robert	299	55-77
Thomas, Nancy	299	55-77
Traversa, Joseph	287	13-29
Voigt, Sharon	284	7-15
Walthers, Steven	305	77-90
Weits, Diane	287	13-29
Whitaker, Mary	296	45-67
Woodbury, Timothy	294	34-55
Worne, Kenneth	290	17-39
Wrase, Richard	294	34-55
Zaleskin, Philip	287	13-29
Zona, James	295	39-60
Zubkovs, Viest	302	67-85

EAST ISLIP HIGH SCHOOL
EAST ISLIP, NEW YORK

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Test Form 2A
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LOCAL PERCENTILE

CONVERTED SCORE	FREQUENCY	%ILE BAND
315	1	99-100
313	1	97-99
311		
310	2	96-99
308		
306	2	89-97
305	3	85-96
303	7	82-96
302	3	77-94
300	5	71-89
299	6	65-85
297	10	60-82
296	4	55-77
295	8	52-71
294	3	48-65
292	4	42-60
291	5	34-55
290	9	28-52
289	10	24-48
287	5	20-42
286	5	16-34
285	5	14-28
284	3	12-24
283	2	9-20
282	4	8-16
280	2	5-14
278	2	4-12
277	3	3-9
275	1	2-8
274	1	2-5
272		
270		
268	1	0-3
265		
263	2	0-2

MEDIAN	291
MEAN	291.91
STANDARD DEVIATION	9.29

EAST ISLIP HIGH SCHOOL

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Test Form 2A
Post Testing 5/1969
ITEM ANALYSIS

Part I Question No.	Number Correctly Answered	Number Attempted
1	41	119
2	75	119
3	97	118
4	61	119
5	94	119
6	65	117
7	102	119
8	93	118
9	94	119
10	104	119
11	101	118
12	109	119
13	75	118
14	45	117
15	33	118
16	114	118
17	112	118
18	100	119
19	27	112
20	63	117
21	103	119
22	72	118
23	72	114
24	88	114
25	50	114
Part II		
1	74	119
2	81	115
3	45	114
4	67	118
5	42	117
6	80	118
7	73	118
8	68	119
9	103	118
10	102	119
11	69	113
12	93	119
13	98	118
14	105	119
15	97	119
16	105	119
17	60	114
18	107	118
19	91	115
20	100	117
21	48	109
22	113	118
23	56	113
24	58	115
25	39	113

EAST ISLIP HIGH SCHOOL
EAST ISLIP, NEW YORK

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Test Form 2A
Post Testing 5/1969
Rank Order Listing

NAME	CONVERTED SCORE	%ILE BAND
Ackerman, William	315	99-100
Weickart, Gary	313	97-99
Breen, Daniel	310	96-99
Faron, Timothy	310	96-99
Barry, Lynn	306	89-97
Irwin, Joseph	306	89-97
Frazer, William	305	85-96
Simonetti, Joan	305	85-96
Whitehouse, Kenneth	305	85-96
Black, Kenneth	303	82-96
Caracappa, Daniel	303	82-96
Genna, Barbara	303	82-96
Heinecke, Glenn	303	82-96
Inaba, Gail	303	82-96
Rogoff, Andrew	303	82-96
Schnittger, Edward	303	82-96
DoGlacomo, John	302	77-94
Euler, Gail	302	77-94
Levine, Laura	302	77-94
Heller, Norman	300	71-89
Hoeflich, Patricia	300	71-89
Kent, Robert	300	71-89
Mann, Fred	300	71-89
Rossetti, Steven	300	71-89
Brostowski, Joan	299	65-85
Corriss, Janet	299	65-85
Hyland, Dennis	299	65-85
Kurka, Susan	299	65-85
Sauer, Penny	299	65-85
Smith, Linda	299	65-85
Bachek, Theresa	297	60-82
DeFazio, Mary	297	60-82
Iehle, Norman	297	60-82
Kennare, Arlene	297	60-82
LaMacchia, Diane	297	60-82
Lever, Karen	297	60-82
McManus, Larry	297	60-82
Owen, Beth	297	60-82
Polson, Ted	297	60-82
Wright, Howard	297	60-82

NAME	CONVERTED SCORE	%ILE BAND
Kube, Donna	296	55-77
Marchione, Robert	296	55-77
Peters, Peter	296	55-77
Schnittger, Carol	296	55-77
Becker, Philip	295	52-71
Difede, Joy	295	52-71
Heitz, Judith	295	52-71
Hodukavich, Barbara	295	52-71
Jones, Theresa	295	52-71
Mistretta, Karen	295	52-71
Sabasteanski, Eileen	295	52-71
Yurkerwich, David	295	52-71
Catone, Alfonso	294	48-65
Miata, Joseph	294	48-65
Muller, Paul	294	48-65
Arena, Laurie	292	42-60
Frazer, John	292	42-60
Newman, Lori	292	42-60
Wisniewski, Michael	292	42-60
DeCicco, James	291	34-55
Frey, Deirdre	291	34-55
Hunter, Gail	291	34-55
Piovano, Suzanne	291	34-55
Valente, Paul	291	34-55
Bachěk, Barbara	290	28-52
Floyd, Nancy	290	28-52
Gribbin, Kathy	290	28-52
Hoefler, Leona	290	28-52
Jansen, John	290	28-52
Sciotto, Joseph	290	28-52
Seegers, Sue	290	28-52
Sprenger, James	290	28-52
Vlcek, Beverly	290	28-52
Carta, Joanne	289	24-48
Chesanow, Charles	289	24-48
Easterbrook, Adrian	289	24-48
Hentze, Susan	289	24-48
Levitt, Bruce	289	24-48
Montalto, Michael	289	24-48
Rifkin, Louis	289	24-48
Rogoff, Marc	289	24-48
Sacco, Diane	289	24-48
Shepard, Edwin	289	24-48
Delgaudio, John	287	20-42
Gibbs, Denise	287	20-42
Neuschaefer, Jane	287	20-42
Suda, Janet	287	20-42
Vancott, Doreen	287	20-42

NAME	CONVERTED SCORE	%ILE BAND
Carvalho, Denise	286	16-34
Gross, Jeffrey	286	16-34
Mannoia, Richard	286	16-34
Stalzer, Lori	286	16-34
Yuskus, Victoria	286	16-34
DePrisco, Jennifer	285	14-28
Lembo, Andrew	285	14-28
Lucrezio, Rosanne	285	14-28
Schmalenber, Gary	285	14-28
Sherwood, Craig	285	14-28
Cohen, Fred	284	12-24
Silliman, Kathy	284	12-24
Wilson, John	284	12-24
Apelskog, Carol	283	9-20
Neske, Edwin	283	9-20
Davison, Denise	282	8-16
Genna, Lesley	282	8-16
Kensler, Lynne	282	8-16
Sander, Linda	282	8-16
Lowney, Susan	280	5-14
Overholt, Diane	280	5-14
Muller, George	278	4-12
Santoro, Thomas	278	4-12
Olson, Kathleen	277	3-9
Reilly, Donna	277	3-9
Stecher, Diane	277	3-9
Makofsky, Robert	275	2-8
Jakits, Berni	274	2-5
Bartel, Richard	268	0-3
Cerullo, David	263	0-2
Nardo, John	263	0-2

EAST ISLIP HIGH SCHOOL
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SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS
Test Form 2A
Post Testing 5/1969
Alphabetical Listing

NAME	CONVERTED SCORE	%ILE BAND
Ackerman, William	315	99-100
Apelskog, Carol	283	9-20
Arena, Laurie	292	42-60
Bachek, Barbara	290	28-52
Bachek, Theresa	297	60-82
Barry, Lynn	306	89-97
Bartel, Richard	268	0-3
Becker, Philip	295	52-71
Black, Kenneth	303	82-96
Brostowski, Joan	299	65-85
Breen, Daniel	310	96-99
Caracappa, Daniel	303	82-96
Carta, Joann	289	24-48
Carvalho, Denise	286	16-34
Catone, Alfonso	294	48-65
Cerullo, David	263	0-2
Shesanow, Charla	289	24-48
Cohen, Fred	284	12-24
Corriss, Janet	299	65-85
DeCicco, James	291	34-55
DeFazio, Mary	297	60-82
DeLgaudio, John	287	20-42
Davison, Denise	282	8-16
Difede, Joy	295	52-71
DiGlacomo, John	302	77-94
Deprisco, Jennifer	285	14-28
Easterbrook, Adrian	289	24-48
Euler, Gail	302	77-94
Faron, Timothy	310	96-99
Floyd, Nancy	290	28-52
Frazer, John	292	42-60
Frazer, William	305	85-96
Frey, Deirdre	291	34-55
Genna, Barbara	303	82-96
Genna, Lesley	282	8-16
Gibbs, Denise	287	20-42
Gribbin, Kathy	290	28-52
Gross, Jeffrey	286	16-34
Heinecke, Glenn	303	82-96
Heitz, Judith	295	52-71
Heller, Norman	300	71-89
Hentze, Susan	289	24-48
Hodukavich, Barbara	295	52-71

NAME	CONVERTED SCORE	%ILE BAND
Hoefler, Leona	290	28-52
Hoeflich, Patricia	300	71-89
Hunter, Gail	291	34-55
Hyland, Dennis	299	65-85
Iehle, Norman	297	60-82
Irwin, Joseph	306	89-97
Inaba, Gail	303	82-96
Jakits, Berni	274	2-5
Jansen, John	290	28-52
Jones, Theresa	295	52-71
Kennare, Arlene	297	60-82
Kensler, Lynne	282	8-16
Kent, Robert	300	71-89
Kube, Donna	296	55-77
Kurka, Susan	299	65-85
LaMacchia, Diane	297	60-82
Lembo, Andre	285	14-28
Lever, Karen	297	60-82
Levine, Laura	302	77-94
Levitt, Bruce	289	24-48
Lowney, Susan	280	5-14
Lucrezio, Rosanne	285	14-28
McManus, Larry	297	60-82
Makofsky, Robert	275	2-8
Mannoia, Richard	286	16-34
Marchione, Roberta	296	55-77
Mann, Fred	300	71-89
Miata, Joseph	294	48-65
Mistretta, Karen	295	52-71
Montalto, Michael	289	24-48
Muller, George	278	4-12
Muller, Paul	294	48-65
Nardo, John	263	0-2
Neske, Edwin	283	9-20
Neuschaefer, Jane	287	20-43
Newman, Lori	292	42-60
Olson, Kathleen	277	3-9
Overholt, Diane	280	5-14
Owen, Beth	297	60-82
Peters, Peter	296	55-77
Piovano, Suzanne	291	34-55
Polson, Ted	297	60-82
Reilly, Donna	277	3-9
Rifkin, Louis	289	24-48
Rogoff, Andrew	303	82-96
Rogoff, Marc	289	24-48
Rossetti, Steve	300	71-89

NAME	CONVERTED SCORE	%ILE BAND
Sabasteanski, Eileen	295	52-71
Sacco, Diane	289	24-48
Sander, Linda	282	8-16
Santoro, Thomas	278	4-12
Sauer, Penny	299	65-85
Schnittger, Carol	296	55-77
Schnittger, Edward	303	82-96
Sciotto, Joseph	290	28-52
Schmalcnber, Gary	285	14-28
Seegers, Sue	290	28-52
Shepard, Edwin	289	24-48
Sherwood, Craig	285	14-28
Silliman, Kathy	284	12-24
Simonetti, Joan	305	85-96
Smith, Linda	299	65-85
Sprenger, James	290	28-52
Stalzer, Lori	286	16-34
Stecher, Diane	277	3-9
Suda, Janet	287	20-42
Valente, Paul	291	34-55
Vancott, Doreen	287	20-42
Vlcek, Beverly	290	28-52
Weickart, Gary	313	97-99
Wilson, John	284	12-24
Wisniewski, Michael	292	42-60
Whitehouse, Kenneth	305	85-96
Wright, Howard	297	60-82
Yurkerwich, David	295	52-71
Yuskus, Victor	286	16-34

TABLE F-1

Sequential Tests of Educational Progress

Summary of Pre- and Post-test Results

The following statistical analysis includes only those students who took both the pre- and post-test Sequential Tests of Educational Progress

Pretest

East Islip
Students-113
Median-287
Mean-288.708
Standard Deviation-9.923

Pretest

Half Hollow Hills
Students-140
Median-290
Mean-290.77
Standard Deviation-9.728

A "t" test of the significance of the difference between the means indicated no difference at the .05 level.

Posttest

East Islip
Students-113
Median-291
Mean-291.903
Standard Deviation-9.479

Posttest

Half Hollow Hills
Students-140
Median-295
Mean-295.107
Standard Deviation-9.260

A "t" test of the significance of the difference between the means indicated a significant at the .01 level.

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REGIONAL CENTER

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